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## ABSTRACT

The Commission on Student Participation in University Life at Miami University examined many dimensions of student life and university affairs with the objective of providing a framework within which a student may accept greater responsibility for the consequences of his own behavior and for planning his own future. In this statement, the Commission presents the basis for its investigation, offers a rationale for student participation in university life, and considers how such participation may be accomplished within the structure of Miami University. The discussion is presented with the Commission's recommendations under 10 major headings: university governance, academic activities, student advising, communications within the university, freshman orientation, commuting students, black students at Miami University, women students at Miami University, residential activities, and extracurricular activities. Emphasis is placed on student involvement in policy-making. Separate recommendations and six appendices containing papers dealing with other subjects related to student participation in university life accompany the report. (WM)

ED034499

**THE REPORT OF  
THE COMMISSION  
ON STUDENT PARTICIPATION  
IN UNIVERSITY LIFE  
MIAMI UNIVERSITY • OXFORD, OHIO**

September, 1969



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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## PREFACE

Consistent with our charge, the Commission on Student Participation in University Life has examined many dimensions of student life at Miami University. As directed by the President, our objective has been greater student acceptance of responsibility for the consequences of his own behavior and for planning his own destiny. Particular attention has been given to development of a rationale for student participation. This statement has provided the foundational basis for our investigative and exploratory efforts and our recommendations. Moreover, the rationale articulates the Commission's convictions regarding students as members of the university community.

Considerable time and effort have been devoted to the matter of student involvement in policy-making. The Commission has also given pronounced consideration to other matters which affect student life. In all of its deliberations the Commission has endeavored to give attention to present affairs of the University and also to be concerned with the University's future. Our recommendations are offered with the desire that they may contribute to the continued growth of Miami University. Consistent with our charge we have sought to advise; we have not attempted to legislate.

### COMMISSION ON STUDENT PARTICIPATION IN UNIVERSITY LIFE

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## CHARGE TO THE COMMISSION

The Commission on Student Participation in University Life should be concerned with student intellectual, emotional, and value development as learning outcomes, and should have as an objective greater student acceptance of responsibility for the consequences of his own behavior and for planning his own personal destiny.

Consideration should be given not only to a description of structures in the University to accomplish the above goals, but also should be directed to the rationale to serve as a foundation for such structures. Obviously, consideration should be devoted to the essential decision-making structure of the University, but student participation should be more precisely explored than just in terms of general governance. In addition, the broad activity areas listed should be explored with recommendations toward enrichment, alteration, or deletion—in essence, the enhancement of the environment for learning.

In all probability, it will be necessary at some point for the Commission to relate itself to the Educational Policies Committee (the Blue Ribbon Committee) and to determine areas of study or exploration where overlap or duplication might occur. In addition, certain areas specifically relating to student participation might be suggested by the Blue Ribbon Committee as being worthy of deeper study by the Commission. It is hoped that the Commission will utilize any other personnel or information resources in its quest for solutions.

The items listed for consideration are not intended to be comprehensive, nor is it anticipated that all will be explored fully; rather, these are items that have been mentioned in various conversations with students, faculty, and staff that have some relevancy to student life and about which student opinion, or in which responsible participation, would be desirable.

### Academic Activities

- Curriculum advisory role
- Course and instructor evaluation responsibilities
- Student generated courses on an ad hoc or credit basis
- Flexible and self-directed individual student programs
- Expanded undergraduate intern or fellow programs
- Diversified honors and exceptional student programs
- Special purpose living-learning centers
- Student involvement in academic advising or orientation programs
- Varied interlude research and study abroad programs
- Student directed tutorial and remedial services
- Registration advisory role
- Involvement in international student programs
- Leadership or University orientation courses with student advice on content and class personnel
- Special programs for women students

### Residential Activities

- Participation in general policy formulation
- Building design and dining program advisory role
- Diversified housing needs; e.g., apartment, small group suite type
- Hall autonomy and hall direct and social and educational programs
- Programs to promote increased faculty participation
- Special interest or function halls
- Separation of halls for freshman and upperclass students

### Governance Activities

- Definition of the relationship of the student to the University in areas of demonstration, dissent, and general behavior
- Implementation of the rights and freedoms document
- Implementation of various "confidentiality" statements



#### **4—Student Participation in University Life**

"Need for privacy" concepts; e.g., search, study, and social  
Academic integrity responsibilities and related academic due process procedures  
Desirability of more precise distinctions or distribution of responsibilities between legislative, judicial, and executive branches of student governance  
Associated students governance concept  
University Council concept of governance

#### **Social Activities**

Programs to create positive changes in fraternity and sorority activities  
Deferred pledging for all fraternity groups  
Appropriateness of current pledge training programs  
Designation of the responsibility for educational programs in social problem areas; e.g., family life education and drugs and alcohol education  
Alternative social events to replace or supplement all-University dances or concerts  
University Center contributions to the total social offerings of the community

#### **Recreational Activities**

Need for additional picnicking and hiking facilities  
Provisions for greater availability of Hueston Woods State Park facilities  
Recreational facility needs in and around residence halls  
Student participation in policy and control areas of intramural and intercollegiate athletics  
University Center contributions to the total recreational program

#### **Cultural Activities**

Responsibility for information and motivation for cultural activities in the mass media  
Responsibility for policy decisions and direction for cultural events; e.g., lectures and artist and celebrity series  
Responsibility for providing access to cultural events in nearby metropolitan areas  
Responsibility for enhancing the cultural programming of the University broadcasting service with reception afforded in broader context; i.e., in hall rooms or in social areas  
Enrichment of individual lives through the utilization of the lending services of the library; e.g., recordings, art work, film, and filmstrips

#### **Spiritual or Human Development Activities**

Role of the Campus Ministry  
Centralized vs. decentralized counseling services  
Human relations responsibilities in areas of recruitment of the disadvantaged, their academic assistance, and the equal availability of social and recreational activities  
Ethical or value instruction

#### **Fiscal and Physical Plant Activities**

Involvement in decisions regarding additional student service facilities  
Billing and payment procedures  
Student organizational accounting and service procedures  
Responsibility for aesthetic environment of campus; i.e., beautification and maintenance  
Postal communication needs

#### **Community Activities**

Support and direction of student voluntary service programs in Oxford and neighboring communities  
Open housing in Oxford  
Commercial housing codes for Oxford  
Police protection and services on and off campus  
Transportation needs on campus, between off-campus housing and campus, and between the branch campuses and Oxford  
Expansion of relationships in student activity areas with Western College for Women

Charge to the Commission—5

Need for information center available on extended day basis for handling of all student questions

Need for a discussion center designed to bring together on a continuing basis members of the community toward the understanding or resolution of problems

Commuting students and their involvement in University life

Expansion of continuing education opportunities for the support communities of the various University campuses

Recruiting and placement service operations

As had been inferred, some of the items on this listing may need only cursory consideration while others may require extended hearings or preparation. I know you will find the student affairs staff members eager to cooperate with the Commission in its deliberations. I hope that this assignment will be challenging and rewarding both to the Commission members and to Miami University.

Phillip R. Shriver  
President  
May 1, 1969

## SUMMARY OF THE COMMISSION'S ACTIVITIES

The initial meeting of the Commission was held on Tuesday, May 6, at 2:00 p.m. in the Hiestand Seminar Room of McGuffey Hall. At this meeting President Phillip R. Shriver gave his Charge to the Commission and requested a report to be delivered in early September. Dr. Gary H. Knock, associate professor of education, was appointed by the President to serve as chairman. Four undergraduate students, three members of the faculty and three administrators comprised the membership of the Commission.

Mr. Leland E. Dutton, Director of Libraries, arranged for a room in the King Library to be used for study. Requests for reference materials were made to various members of the faculty and administrative staff, personnel at other universities, and from professional associations in the field of higher education.

The Commission agreed that its first responsibility should be an exploration of the many ramifications of student participation. Such exploration was intended to contribute to the development of a rationale for student participation. To supplement the study of individual members of the Commission, the chairman requested statements regarding student participation from 33 individuals associated with Miami University. Included in this group were administrators, faculty members and both undergraduate and graduate students. Nineteen statements were received and reviewed. In addition, each member of the Commission developed a statement on student participation. The Commission was further aided in its efforts to explore the matter of student participation by the members of the Educational Policies Commission. The three members of this Commission, Dr. Robert E. Berry, Dr. G. Gene Santavicca and Dr. James R. Woodworth, contributed by identifying areas of study within their Charge which relate also to student participation.

During the last week in June a drafting committee was established for the purpose of writing a rationale for student participation which would be reflective of the Commission's deliberations. The *Rationale for Student Participation in University Life* which is included in this report was accepted by the Commission in early July.

Nine subcommittees were established to study selected areas of University life which directly affect students presently enrolled at Miami and appear to be germane to future students. These subcommittees were requested to share the results of their study efforts beginning with the first regular meeting in August.

Subsequent to acceptance of the *Rationale for Student Participation in University Life*, the Commission addressed itself to the matter of student involvement in policy-making within the University. It was decided that this matter was of such importance that the sustained attention of all members of the Commission was required. Therefore, this matter was explored by the total Commission for a period of five weeks.

Seven persons were asked to consult with the Commission concerning student participation in policy-making. The consultants included Dr. Robert F. Etheridge, Vice President for Student Affairs; Dr. Naomi B. Brown, Dean of Women; Dr. William T. Hollingsworth, Dean of Men; Mr. Ron Hall, Vice President of Student Senate; Mr. Brian Holm, Instructor of Philosophy and a member of the Miami Chapter of the New University Conference, and Mr. Lloyd H. O'Hara, member of the Board of Trustees.

Attention was focused upon formal plans for policy-making which provide for student participation developed at other universities. The *Decision-Making Structure* passed by the Student Senate during the 1968-69 academic year was studied in detail. Each member of the Commission contributed his views on governance within a university community and a draft of these expressions was developed for purposes of discussion. The statement on governance which appears in this report was accepted by the Commission during the first week of August. Since acceptance of this statement was not unanimous appropriate minority reports and footnoted comments are also included.

In an effort to gain some first-hand knowledge of the difficulties of inner city youth—especially black youth who may seek to matriculate to Miami in the future, the Commission spent the day of July 7 with the staff of the Seven Hills Neighborhood Houses, Inc. of Cincinnati. The Commission is indebted to Mr. Halloway C. Sells, Jr., Executive Direc-



tor of Seven Hills Neighborhood Homes, Inc., for the assistance and leadership he provided.

During the latter half of July and the first half of August the attention of the Commission was focused upon a series of reports made by the subcommittees established in June. In addition, in response to the Commission's interest in women students, the chairman extended an invitation to Dr. Jane L. Rees, professor of home economics, to serve as a consultant. Because of their interest in women students, Miss Carol Wehmann, assistant dean of women, and Dr. Margaret H. Cantrell, assistant professor of home economics, were also invited to this meeting.

Final drafts of subcommittee reports were completed by mid-August. The Commission concluded its work by approving this report on August 30 subject to exceptions as noted by footnotes and to minority reports which are appended.

## A RATIONALE FOR STUDENT PARTICIPATION IN UNIVERSITY LIFE

The students of Miami University have a right and a need to participate in the total life of the University. They have a right to decisive participation and a need to participate in ways which are contributory to the quality of University life. Students have a right to participate because the student body is a basic and permanent component of the University. They have a need to participate because involvement in the total learning milieu of a university contributes appreciably to the development and improvement of the quality of each student's educational experience. Moreover, the University needs student participation. Both individually and collectively students are capable of contributing insights and experiences to the various manifestations of learning available at Miami University. The campus dialogue is enhanced and enriched by student participation.

Learning is the mission of a university. All who willingly affiliate with a university are students in the best sense of the term. Higher education is not static and educational institutions are not sacred monoliths. Each generation faces new problems, new situations and new experiences; therefore, every generation of students must help to re-establish the relevancy of the educational experience.

The role of the University and its foundational values will always be subjected to challenge and evaluation. In particular, the traditional idea of a university as an educational community must be subject to continuous re-examination. Respect for individuals and their unique contributions and creative expressions is a presupposition of the concept of an educational community. All members of a university community are adults, responsible for accepting the consequences of their own behavior and deserving of such recognition. The hallmark of community membership is active concern for the dignity of human beings.

Student participation is really but a means to an end. The goal is not to have greater numbers of students participating in overt and vocal ways. Rather the goal is to create a genuine educational community. As one component of the educational community, students must be welcomed as participatory partners in the creation of a viable university. It is imperative that other components of the community—principally administrators and faculty—welcome and expect participation from students in all areas of University life. This does not represent an abdication of control. Rather, it institutionalizes student participation in the University.

Meaningful student participation means involvement in the policy-making structure of the University. Students must have the power to exert a purposive influence in the making of decisions. Students also must enjoy easy access to opportunities for many forms of participatory activity in curricular and extra-curricular areas of University life. The contributory value of all forms of student participation must be recognized and appreciated. Such recognition and appreciation are basic to a concern for human beings and a commitment to learning.

## UNIVERSITY GOVERNANCE

The plan for University governance which follows<sup>1</sup> represents the Commission's effort to devise a policy-making structure for Miami University which provides for meaningful student participation. To enunciate the concept of an educational community in University governance has been a paramount consideration in this effort. The present policy-making structure of Miami University has received careful study. Attention has also been focused upon the plan for University governance which was developed by the Student Senate during the 1968-69 academic year and upon policy-making structures of other universities.

The Commission has concluded that the present policy-making structure of Miami University requires substantial alteration in order to assure opportunities for meaningful participation for all segments of the University community. Further, it has concluded that the University Senate has become too large to serve as a deliberative body and can best serve the University in the future as a forum for the expression of opinions about University policies and as an assembly of faculty and representatives of students and nonacademic staff through which the President may communicate his views on matters of broad importance. These conclusions have caused the Commission to propose a plan for University governance.

The proposed plan is based upon the following assumptions.

1. Ultimate authority with respect to University policy resides with the President and the Board of Trustees of Miami University, the legal representatives of the citizens of the State of Ohio.
2. The President of the University must have broad opportunities for contributing to the content of University policies and influencing their application. This imperative follows from his responsibilities for overall leadership, for coordinating all divisions and branches of the institution and for reconciling competing claims within the community.
3. Opportunities for contributing to policy-making should be available to all members of an educational community.
4. It is recognized that the various entities of an educational community differ with respect to their ability to contribute to specific policy-making matters and in their answerability for the policies they share in making.
5. Natural interest areas exist within the University community which deserve the peculiar concern of administrators, faculty or students and in such cases the element principally concerned should have prime responsibility for policy-making contributions.
6. The responsibilities and perspectives of the several deans and other key administrators emphasize their involvement, individually and collectively, in policy-making.
7. The concept of governing on the lowest possible level is desirable and should be encouraged.

It is proposed that the governance structure of Miami University be composed of four bodies: (1) University Council, (2) Faculty Assembly, (3) Student Assembly and (4) Council of Deans. It is intended that these bodies be responsible to the University as a whole but at the same time responsive to constituencies. These bodies shall be concerned with matters which affect all members of the University community.

<sup>1</sup> Ricketts disagrees with the recommendations of this section, basically for two reasons: (1) they reflect an over-simplified view of "university governance;" and (2) they overlook the differences among faculty, administrative staff, and students in answerability over time for decisions in which they may share.

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## University Council

The University Council shall be the highest legislative body below the President and the Board of Trustees. As such, the University Council will review and act upon legislation which has been approved and recommended by any or all of the other legislative bodies. The University Council may also initiate policy-making legislation which will then be forwarded to the President.<sup>2</sup>

The membership of the University Council shall be composed of 36 members with equal numerical representation accorded to faculty, students and presidential designees from within the University community. The presiding officer of the University Council shall be the President of the University.

Eleven faculty members shall be elected to the University Council. The responsibility for conducting an annual election shall rest with the Faculty Assembly. All persons with faculty appointments of the rank of instructor or above shall be eligible for election to the University Council. The chairman (or other appropriate title) of the Faculty Assembly, elected by the Faculty Assembly, shall be the twelfth faculty member to serve on the University Council. Faculty members elected to the University Council are not subject to recall by the Faculty Assembly.

Similarly, 11 students shall be elected to the University Council. The president of the student body, elected in a general election, shall serve as the twelfth student on the University Council. The responsibility for electing students to the University Council shall be assumed by the Student Assembly. All students, undergraduate and graduate, who are in good standing at any of the campuses of the University during the term in which the election is held are eligible for election to the University Council. An exception to the above statement is that no student elected to the Student Assembly may also serve on the University Council. Further, students elected to the University Council are not subject to recall by the Student Assembly.<sup>3</sup>

It is intended that members of the University Council will not have defined constituencies. Rather, the 36 members of this body are charged with acting upon matters brought to their attention in the spirit of the "common good." Further, it is expected that the persons serving on the University Council will work together within a context of mutual respect. Factionalism and attempts at polarization are alien to the purpose of the University Council.

Matters passed by a simple majority of the University Council shall become policy subject to review and approval by the President and the Board of Trustees. Matters which fail to receive approval by the University Council shall be regarded as "defeated" in the form presented and not policy of the University. Matters which have been passed by any or all of the other legislative bodies and appear on the agenda of the University Council but do not receive formal action by the University Council shall be regarded as approved by this body.

The University Council should meet at least three times during each academic year. One meeting will be held during each of three periods, Fall Quarter, Winter Quarter and Spring Quarter. The President of the University may convene the University Council more frequently if additional meetings are necessary in order to expedite the policy-making process.

Special commissions, study groups or advisory bodies appointed by the President may, at the option of the President, contribute to the deliberations of the University Council in an advisory capacity. Moreover, the University Council is at liberty to utilize the particular skills and expertise of any member or group within the University community.

<sup>2</sup> Isler dissents because of her feeling that the University Council should not initiate legislation. This would permit the establishment of joint student-faculty-administrative committees of the University Council.

<sup>3</sup> Isler's dissenting view of this paragraph is discussed in her minority report.



## 10—Student Participation in University Life

### Faculty Assembly

The Faculty Assembly shall normally address itself to matters of direct concern and interest to faculty members. However, it may consider other matters. Necessary committees to study matters to come to the attention of the Faculty Assembly will be created by that body.

The membership of the Faculty Assembly shall be composed of approximately 45 members elected by the faculty. Each academic division will elect proportional numbers of representatives to serve on the Faculty Assembly. Adequate representation shall be guaranteed for faculty members assigned to the Middletown and Hamilton campuses. Administrators who hold academic rank shall be eligible for election to the Faculty Assembly. The chairman (or other appropriate title) of the Faculty Assembly shall be the presiding officer of this body. The Faculty Assembly shall elect one of its members to the position of chairman. This person shall serve a one-year term.

It is intended that the Faculty Assembly will meet more frequently than the present University Senate. Monthly meetings appear desirable. The size of the Faculty Assembly is such that it will be possible for it to function as the deliberative body of the faculty.

In addition to committees created by the Faculty Assembly, additional faculty-student committees may be jointly appointed by the chairman of the Faculty Assembly and the president of the student body. Such appointments must be confirmed by both the Faculty Assembly and the Student Assembly. It is expected that in matters where both faculty and students are directly affected by policy recommendations a faculty-student committee will be appointed. A report of the deliberations of joint committees shall be reported to both the Faculty Assembly and the Student Assembly.

### Student Assembly

The Student Assembly shall be the legislative branch of student government for Miami University students. Existing student groups which affect student life on campus such as ~~Associated Women Students, Graduate Student Association, Interfraternity Council, Men's Inter-Residence Hall Council, Panhellenic, etc.~~ shall continue their present activities. However, these student groups as well as other student groups and individual students shall legislate through the Student Assembly matters which they presently legislate through the Faculty Council. The superior legislative authority of the Student Assembly in the area of student interests shall not be construed as infringement upon the autonomy of such organizations in the conduct of their affairs.

The membership of the Student Assembly shall be composed of approximately 45 students, undergraduate or graduate, elected by the student body in an annual general election. The president of the student body shall be elected in the same election. This person shall be the presiding officer of the Student Assembly. Members of the Student Assembly shall be elected on the basis of districts determined by living units.<sup>4</sup> Each designated living-unit district, including a district for off-campus students and a district for commuting students, shall elect one representative to the Student Assembly. Students enrolled at the Hamilton and Middletown campuses will be represented on the Student Assembly.

Typically the Student Assembly will meet monthly. Because of its size it will be possible for this body to be the deliberative body for students. Matters of direct concern to students will normally command the attention of the Student Assembly. However, other matters may also be considered. Necessary subcommittees shall be created by the Student Assembly. The president of the student body shall appoint chairmen and members to these committees from the student body.

<sup>4</sup> Knock would express agreement in principle for apportionment on the basis of living-unit districts but would favor a form of associated student government for an established period of time (five years) in order to merge existing student groups into a unified student assembly.

As noted previously, it is expected that in matters directly affecting both faculty and students joint committees will function. Such committee members shall be appointed by the chairman of the Faculty Assembly and the president of the student body and confirmed by both the Faculty Assembly and the Student Assembly. Committee recommendations shall come to the attention of both legislative bodies.

### Council of Deans

It is presumed that the Council of Deans in its present form and with its present responsibilities will be continued. Further, it is presumed that at its discretion this body may wish to express views on policy issues to the University Council. The unique perspectives and insights of this body are therefore assured of attention by the highest policy-making authority within the University community. The desirability of having policy-making input from the group which must assume primary responsibility for policy implementation is recognized.

It should be noted that the Commission has considered the possibility that segments of the University community could "pull apart" under the proposed plan of governance. However, it is felt that the faculty-student committees reporting to both the Faculty Assembly and the Student Assembly, the membership of the University Council and the recommended thrust to involve administrators, faculty and students in many areas of University life as cited in other sections of this report will serve to minimize parochial political activity and needless polarization.

## ACADEMIC ACTIVITIES

In the *Rationale for Student Participation in University Life*, the Commission expressed the conviction that a student share in deciding and applying policies is useful in itself but is more significant as a means of achieving broader objectives. Surely the greatest of these objectives is that of a fuller and more beneficial learning experience as represented by student participation in academic opportunities as they now exist and as they may be enlarged in the years to come.

The Commission recognizes that there are many impediments along the path toward attaining this basic goal. Among these must be mentioned deficiencies in the educational and social backgrounds and the acquired values of many students when they arrive at Miami; the limiting features of existing patterns of curricular requirements; weaknesses in the system of academic advising; impacts of grading systems; frustrations, uncertainties, and adjustments of the freshman year; inadequacies of the Honors Program; shortcomings in the quality of instructional performance and the structure, format, and materials of learning situations.

Overcoming such problems is no easy task, nor is it likely that instant or sweeping solutions will be found. All of these problems should receive continuous scrutiny. Some of them are the subject of recent proposals of interested and concerned members of the University's staff, such as those of the New University Conference. Many fall within the purview of the Educational Policies Commission. The matter of the present grading system and a wide array of alternatives are now before a special faculty-student committee charged with reporting to the University Senate during the coming academic year.

As these and other proposals are placed upon the University agenda for consideration and action, input of student perceptions, ideas, and experience is indispensable. In another section of this report, the Commission has dealt with arrangements for facilitating and assuring status for that input.

Whatever scope and creativity may characterize the results of curricular and grading inquiries now afoot, whatever the quality of student contributions or the degree of acceptance accorded findings, it is unlikely that they will be broadly beneficial for the student body unless a special problem area is addressed with energy and resolution at an early date: that of better informing a student body of 12,000 to 15,000 about the learning opportunities available to them.

## 12—Student Participation in University Life

The fullness of student benefit of the instructional resources of Miami depends in large measure upon the quality and amount of information available to students about those resources. There are serious present deficiencies on both counts. Catalog descriptions are brief, generalized, and often expressed in language that for the generality is arcane. As curricular offerings are enlarged, existing and new courses may be scheduled with reduced frequency, and the cycling of offerings even where predictable is not made known. There is the possibility that the student may obtain additional information from a department or an academic adviser. Outside his field of concentration, to whom may the interested student speak? Departmental chairmen, departmental secretaries, members of departmental staffs, a freshman adviser, upperclassmen majoring in areas other than his own? The uncertainties surrounding these sources are both numerous and well known. Rare indeed is the faculty adviser who can or will provide soundly-based and objective guidance to courses beyond his own discipline.

Nevertheless, the student—Catalog, Red Book and registration forms in hand—proceeds to make his selections. These choices are controlled by a bewildering array of requirements. They are heavily influenced within and outside requirements by individual schedule preferences and by student gossip that has told him, as he remembers it, that Spanish is easier (harder?) than French, that course A is a "bag," course B tough, course C a fun experience; that prof X is well organized, prof Y has good jokes, prof Z is leftish in social outlook or believes in unstructured learning situations.

This informational base is distressingly incomplete. It is insufficient for the student who is seriously interested in education. In truth, it is even inadequate for the student who wishes only certification of eligibility for marriage, the labor market, or the workings of the selective service system.

For the serious student more information should be more readily and reliably available about academic programs, the strengths and weaknesses of the faculty, the content and relevance of courses and especially courses outside the student's field of concentration. This student needs to know that professor X can in fact be relied upon for a rough but well-organized and stimulating course; that prof Y and others like him have the qualities of both learning and wisdom; that prof Z and still others, though young and as yet lacking scholarly prominence, convey the excitement that he himself finds in his own learning experiences. Even more, this student should be made aware, for example, that courses with labels such as "Conservation of Resources," "Ecology," and "Population" are relevant in the best sense of that much abused word—relevant to an understanding of the crunch between man's needs and wants and the resources available to satisfy them; that some of the most exciting and significant research of contemporary science is in genetics; that a course in astronomy is basic to an appreciation of explorations in space.

To close the information gap will require the energies, cooperation and support of students, faculty and administration. Students must produce results in which the student body will have confidence. Faculty members must demonstrate positive cooperation with students to assist them in identifying and characterizing the content and relevance of existing resources and in understanding the complexity and implications of appraising courses and instructional performance. Academic administrators must support measures which will assure that catalog copy, registration guides and other manuals are so constructed as to give full meaning to an expanded range of informational materials.

Accordingly, the Commission recommends that support be given to the development and institution of comprehensive procedures for evaluating programs of study, the content and relevance of courses and instructional performance and of arrangements for the timely publication and distribution of evaluations and related informational materials. It is also recommended that the several academic deans be instructed to secure the cooperation of their respective departments in designating faculty liaison representatives and graduate and advanced undergraduate students who will contribute to the responsibility of devising, instituting and continuing a system of evaluations and reports. The Commission recommends that the President of the University take necessary steps to assure that student-developed evaluations and reports are supported by fully informative official materials.



Beyond the problem of providing more and better information about the offerings and opportunities that exist at Miami University lies those of enhancing the quality of such opportunities and enlarging student access to them.

The very fact that faculty and student attention will be focused on curricular offerings and faculty performance should do much to improve the quality of students' academic experience. But, as faculty members are made increasingly aware of the circumstance that they may be somewhat less than successful instructors and that this is a shortcoming of some importance, the University should recognize that it has an institutional obligation for providing positive sources of help to its faculty. This is an obligation that is, at best, unevenly recognized at present. In an effort to effect responsible fulfillment of this obligation, the Commission suggests the following measures:

1. Improved in-service education for those who obtain their first professional college teaching experience at Miami.
2. Increased emphasis upon graduate level courses by the various disciplines in useful and effective teaching techniques.
3. Organization of facilities to which more experienced faculty may have access for assistance in improving their teaching methods and practices.
4. Formal recognition of quality performance by members of the instructional staff, in the several ways available to the University.

Entering freshmen all too typically embark upon their academic experience enrolled in several large-to-very-large and highly impersonal classes, with one, perhaps two, rather small classes with junior members of the instructional staff. This introduction to higher education is hardly one to confer a sense of the excitement of intellectual endeavor, and surely it has adverse consequences for the remainder of many of these students' stay at Miami University.

This characteristic but unfortunate introduction to higher education has caused the Commission to be particularly attracted by proposals for freshman seminars. The essential merit and feature of such proposals is that they would afford the student an opportunity at the outset of his academic experience for study and inquiry with a small group of students in an area of interest shared by students and the responsible faculty member or members. *The Commission recommends that the most serious consideration be given to the development of such a program, preferably extending over three quarters of the freshman year.*

Freshmen are but one of the groups whose fuller and more rewarding participation in the University's academic offerings require special attention. Others are (1) those who enter with strong potential and maintain both eligibility and motivation for work beyond that required of the majority of their fellow students—the so-called "honors students;" (2) those of high scholastic ability but of uneven performance, who are likely to be ineligible for the honors programs; (3) those who, for whatever reason, are placed on academic probation or are suspended for poor performance; (4) those who enter Miami with the handicap of inadequate preparation for college-level work; and (5) students whose academic programs or problems of vocational choice emphasize the need for supportive work experience.

The Commission has been unable to consider the problems of these groups in detail. It does, however, identify them as high priority matters. It urges that the recommendations of the Educational Policies Commission and other groups for a restructured Honors Program be given prompt and careful attention and that individualized and intensive study opportunities be extended to those of high ability but uneven performance.

A revised program of academic advising, as discussed in another section of this report, with its improved linkage to counseling and guidance services should help greatly in the early identification of students who are likely to experience problems with course work as well as the development of corrective programs for them. Such programs, to which the University has already committed itself with respect to black students who are educationally handicapped, may well call for enlarged remedial resources, including a reading and study skills center. Certainly as the range of needs is considered in relation to resources, the University should take measures to fully utilize that considerable potential represented by able and academically successful advanced undergraduates.



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The School of Education through its emphasis on student teaching stresses the relevance of work experience in amplifying academic course work and enlarging the base for vocational choice. But it is well nigh unique in this emphasis. **It is recommended that work-study, internship, and coop programs be greatly extended, with academic credit awarded for soundly-conceived and well-supervised work experience.** Miami's commitment to enrolling larger numbers of black students and the prospect that its branch campuses will bring growing numbers of students who must, for financial reasons, combine work with schooling lend further importance to enlarged programs in this area.

Student exploitation of the richness of Miami's curricular offerings and learning potential is, the Commission believes, unduly hampered by the complexity of existing requirements—for graduation, for the various baccalaureate degrees, and for fields of concentration. The Commission understands that the Educational Policies Commission will offer strong recommendations looking to a comprehensive re-examination of existing patterns of undergraduate requirements, and it vigorously endorses the idea that such a re-examination be undertaken.

The Commission recognizes that many features of existing requirements are imposed by accrediting bodies, by the move for ever higher standards of formal preparation by various professional groups, and indeed by state law; consequently Miami's acquiescence to many of these requirements is perhaps inescapable. Yet in a society which is willing and able to sustain a steady extension of the educational years, surely there should be an opportunity for students, who are so inclined, to pursue some considerable range of interests in their pursuit of a liberal education. To this end, the Commission recommends that, **as curricular requirements and revisions are examined, such alternatives as the University of Michigan's Bachelor of General Studies degree be made available.** The new Michigan degree will permit students to graduate with 180 quarter credit hours, 90 of which must be of advanced level and no more than 30 of which may be taken in any one discipline; an overall C average is required, as well as similar achievement in advanced courses.

As the University through its several divisions and departments embarks upon a re-examination of requirements and course offerings, and indeed as the divisions and departments conduct the continuing work of academic policy development at their respective levels, students should be increasingly involved. It is impossible for the Commission to be prescriptive in detail about the form of this involvement. The divisions and departments are immensely diverse, in size of staff, objectives, numbers of majors, etc. All too little is known about the readiness and indeed the freedom of students to devote time and energy to committee work or even about their willingness to attend joint student-faculty committee meetings on academic policies.

Accordingly, the Commission confines itself to two recommendations, addressed to all academic divisions and departments. **First, it is recommended that each department and division proceed immediately to plan for and effect increased student involvement in such areas as requirements, curriculum, instructional practices, academic advising and the interpretation and application of academic regulations. Second, it is recommended that each department and division report its plans and procedures for such involvement to the appropriate University and student bodies no later than the end of the present academic year and provide an assessment of their experience no later than the end of the 1970-71 academic year. Such an assessment, it is hoped, will pave the way for serviceable practices in these fields.**

### STUDENT ADVISING

The University's projected growth in both numbers of students and academic programs has caused the Commission to offer certain recommendations for changes in student advising. These recommendations relate directly to attempts to make the environment of the university community more conducive to learning, the mission of the university. Further, these recommendations are designed to increase the proficiency of the present program of student advising and not to reconstruct a new system. It is believed that the recommendations which follow will be beneficial to students' academic experiences

at Miami University and, therefore, will contribute to student participation in the University community.

The Commission's recommendations are based on these four assumptions.

1. The advising of students should be designed to foster students' self-directiveness and self-reliance.
2. The present program of student advising is beneficial to students and consistent with the concept of an educational community.
3. Differences exist with respect to the necessary involvement between student and adviser.
4. The advising of undergraduate students differs in discernible respects from the advising of candidates for advanced degrees.

It is hoped that the recommendations which follow will (1) increase the efficiency of advising in terms of both student and faculty time investment and (2) will contribute in an appreciable respect to the academic experiences of students.

It is recommended that the advising of freshman students continue to be a responsibility of freshman advisers in residence halls and the adviser to commuters. The present system of providing a close-at-hand academic adviser in living units contributes to the academic orientation of freshman students and, therefore, deserves continuation. The role of freshman adviser, however, should be reviewed. It is imperative that freshman advisers be free to function in an advisory capacity and not be burdened with other activities.

It is recommended that sufficient numbers of professional academic advisers be appointed and assigned to the offices of the academic deans. These professional advisers would assume the responsibility for advising upperclass undergraduate students regarding degree requirements, course changes, transfer credit, procedures for the waiver of requirements, admission to professional divisions of the university, credit-no credit courses and other matters of "academic bookkeeping." In addition, academic advisers will actively seek to identify students who are experiencing academic difficulties. Following such identification, academic advisers will attempt to work with these students in an effort to improve academic performance. Thus, the involvement of the academic adviser will, in certain cases, require counseling expertise. Academic advisers will maintain close contact with the Student Counseling Service and will make referrals to this campus service agency. The responsibility for seeking out academic advisers must be assumed by students. Each division should make an effort to inform students of the availability of academic advisers.

Academic advisers will be directly responsible to the dean of each academic division or to an associate or assistant dean in charge of student affairs. Those appointed as academic advisers will hold the master's degree in a behavioral science area, preferably student personnel work, guidance and counseling, psychology or educational psychology. The position of academic adviser will be a staff position with salary included in the budget of the appropriate academic dean.

The position of academic adviser should be viewed as a full-time appointment. This makes it possible for undergraduate students to make repeated contacts with a "known" person. It is possible that a limited number of part-time academic advisers might be appointed to assume portions of the advising load of an academic division. Such appointments should be limited to advanced graduate students in behavioral science areas.

In addition to advising in academic areas, divisional academic advisers will serve to acquaint students with key faculty members in academic departments and also with student personnel service areas. It is anticipated that persons appointed as academic advisers will be sufficiently perceptive that contacts with other persons or groups of potential benefit to students will be facilitated.

It is recommended that each academic department of the University identify one or more faculty members to serve as a direct liaison with the academic advisers in each division. The advisory responsibilities of this faculty member will differ from those of the divisional academic adviser. The faculty adviser will assist students in matters relating to career opportunities and graduate or professional study. He will not be involved in "academic bookkeeping" except in those cases where academic advisers should be

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appraised of particular issues or problems relating to specific courses or programs offered by an academic department. This assignment requires that the faculty adviser stay abreast of graduate school requirements, vocational opportunities, part-time study programs, work-study program, etc. Further it is vital that the faculty adviser regularly attend conferences and national conventions in order that he continue to update his knowledge and that he become "known" to other professionals within his discipline. This personal identification frequently proves to be important to students when the faculty adviser is asked to write letters of recommendation.

The person identified as the departmental faculty adviser should be selected because of a desire to advise students. It is recommended that department chairmen actively seek student participation in the selection of the person(s) who will serve in this capacity. The person selected should be assigned a reduced teaching load in order that he will be available to students. Certain departments may desire to rotate the faculty adviser assignment. Other departments will wish to retain a person in this position for an extended period of time.

Questions relating to the nature and objectives of specific courses will continue to be answered by the professors who teach these courses. The appointment of a departmental faculty adviser will not alter this natural student-professor contact.

**It is recommended that the President appoint a Committee on Student Advising to evaluate the effectiveness of advising.** Membership on this committee should include the director of the Student Counseling Service, one academic dean (or his designee), a freshman adviser from a men's residence hall, a freshman adviser from a women's residence hall, the registrar and appropriate numbers of undergraduate students and faculty members. In addition to assessing the effectiveness of student advising at Miami University, the Committee on Student Advising will seek to identify specific problems or concerns related to advising and communicate their findings to academic deans, academic advisers, departmental faculty advisers, freshman advisers and others involved in advising students. One problem to which this committee might address itself concerns the matter of special advising for women students, undergraduate or graduate, who are also heads of households. The Committee on Student Advising should meet often enough to provide continuous evaluation of student advising.

**It is recommended that the advising of graduate students remain the responsibility of assigned faculty members.** The nature of graduate education encourages close and continuous contact between the advanced student and his adviser. Therefore, no recommendation regarding the advising of graduate students is offered. However, it is suggested that in departments with pronounced graduate enrollments faculty members be assigned teaching loads which make it possible for them to maintain desirable contact with graduate students.

## COMMUNICATION WITHIN THE UNIVERSITY

Honest attempts to understand others and to be understood in return are fundamental to the University community. More pronounced student participation is but one of the benefits of open channels of communication. The Commission is of the opinion that established channels of communication at Miami University have not always functioned as well as might be desired. Moreover, it is recognized that the increasing size of the University community will require new approaches to communication. Efforts to improve communication should not be motivated by decree or command. Rather, such efforts should stem from an openly-expressed desire to inform and assist.

One of the points of criticism frequently attributed to the "establishment" is failure to serve. Some Miami students have allegedly been passed from person to person and office to office in search of answers to legitimate questions. Usually these requests fall into the so-called "gray" areas where no simple answer can be given. Frequently the person who could be most helpful is not presently available. The Commission would offer a limited number of recommendations geared to the improvement of communication within the University, especially between students and faculty members and administrators.



These recommendations are not predicated upon a desire to identify the "guilty." Rather, these recommendations are offered as workable approaches to a problem which affects all who are associated with the University.

The arrangement of meetings between students and professors represents a problem of communication. People cannot communicate if they do not meet. Faculty members' posting of office hours appears not to be an entirely satisfactory solution. It is traditional to list one hour per day as office hours and to note that other times are open for student contact "by appointment." Students and faculty on the Commission have found that perhaps 70 or 80 percent of their conferences occur outside of the posted times for office hours. It is difficult if not impossible for professors to choose office-hour periods to coincide with periods of greatest student need. For example, many students study at night and really would desire to ask questions at this time. Two recommendations appear to be workable with respect to this problem. First, it is recommended **that professors attempt to optimize the office hour concept.** Attempts should be made to identify the most requested times for office hours. A polling of classes each term will generally indicate these time periods. Students would then be expected to seek out their professors during the identified periods. Second, the Commission would recommend **that departments attempt to have certain professors available during evening hours.** These instructors could arrange to be in their offices or a classroom or laboratory during the evening hours for specified evenings, for, perhaps, one quarter. Naturally, during the same quarter, these professors would not be available at regular hours during the day. Perhaps, a most workable solution is the "hot line" idea. It appears feasible that each department might provide one professor per major who would be available to answer questions via his home telephone on specified evenings. The "hot line" idea appears well-suited to the needs of the many students who study at night and would benefit more from an immediate answer rather than a delayed answer.

Encouraging students to telephone departmental offices to make definite appointments with professors appears to be another approach to improved communication. The making of appointments depends upon the cooperation of three principal persons: the faculty member, the student and the departmental secretary. The Commission would recommend **that professors in all departments provide secretaries with a form that specifies times when appointments can be made.** Each secretary should be instructed to take calls and to fill in each professor's appointment schedule. Students must be willing to cooperate as fully as possible in making appointments. It is possible that this suggested procedure may require additional secretarial assistance in departments which serve a large number of students. Faculty members must be willing to check appointment schedules regularly and to inform secretaries of times when absences will occur.

Increased efforts should be made to provide information through such places as the Information Center in Roudebush Hall. It is recommended **that an experienced person should be assigned full time to the Information Center in Roudebush Hall and be provided with a telephone number of each department or University organization.** Students will be assisted in that the person assigned to the Information Center will be able to cut "red tape" and obtain answers to questions relating to advising, course changes and other procedural matters. The Commission would recommend **adoption of the proposal regarding an Information Center developed by Mr. Douglas M. Wilson, Director of Alumni Affairs, and already communicated to the President.**

The faculty enjoys an excellent medium of communication—The President's Newsletter. This newsletter lists all activities of the faculty and administration and describes their professional activities, awards, grants, publications, etc. The Commission has observed that these items are not sufficiently covered in the Miami Student. Consequently, most of the student body has no knowledge of the areas of professional activity of their professors and the administration of the University. The Commission would advance two recommendations with regard to The President's Newsletter. First, it is recommended **that copies of the Newsletter be distributed to all residence halls, fraternity houses and sorority suites, the University Center, the Commuter Lounge and the offices of recognized student organizations.** Second, it is recommended **that the Newsletter be expanded to include mention of the activities of Miami students when such activities are related to or supportive of the activities of faculty and staff.**



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The Commission has concerned itself with the *Miami Student* as a medium of communication for the University community. It has recognized that because the University does not offer a major in journalism, the Student must face certain problems of staff size and budget not encountered at other universities which have a different investment in the student newspaper. Therefore, the Commission is reluctant to recommend significant changes in the policies or reporting practices of the Student. It is suggested that the Student could contribute to communication on campus by expanding its scope of coverage of the activities of campus organizations and announcements of events.

Much wider use could be made of the University's radio and television stations. Daily campus news programs on radio are suggested. In addition, a monthly, perhaps weekly, television forum is recommended. Increased exposure of the President and his cabinet will contribute to understanding and cooperation within the University community. However, to increase the President's "in person" exposure beyond his present schedule of operation could be disastrous to his health and could actually decrease his efficiency. Therefore, the televised forum program which could involve the President at regular intervals appears attractive. Naturally, other individuals—administrators, faculty, students and guests—should be involved. At times the proposed television program could be a genuine forum involving both a "studio" and an "at home" audience. Such programs could be conducted in an appropriate location—Benton Hall, 100 Laws or Hall Auditorium. Other televised programs could take on an interview or panel format. Since scheduling of the proposed program is important, it is suggested that an attempt be made to determine at what times students, in particular, would find it convenient to view such a program.

Poor publicity of programs often contributes to inadequacy and failure. An excellent opportunity for student participation in University life lies in the area of student help in the publicizing of University programs. It is recommended that a group of students be selected by student government and appointed by the President to a publicity committee to assist in informing students of the purposes and goals of various University programs. It is suggested that this group of students should work closely with the President's Office.

Since it is frequently necessary for administrators, faculty and students to communicate through intermediaries, it is recommended that attention be given to the in-service education of secretaries and other supporting staff personnel. The forms of this education should be upon ways of maximizing communication and, in particular, giving emphasis to the significant role these non-academic employees play in facilitating contacts between students and their professors. In the case of secretaries, it is suggested that attention be drawn to a service orientation with respect to student requests and student telephone calls.

The recommended improvements for communication should diminish the need for an Ombudsman or a grievance committee. However, if students continue to perceive closed channels of communication, it is recommended that these functionaries be considered within an in-depth study of ways to improve communication.

## FRESHMAN ORIENTATION

Freshman orientation must address itself to two very important groups: incoming freshmen and their parents. The program must be relevant to the needs of both groups and sufficiently educative as to provide an informed view of Miami University.

The students are here primarily to register for their academic courses for the freshman year. However, this is also an excellent time for them to become better acquainted with the campus and to begin learning about life at Miami University. It must also be remembered that for many parents this may be the only time they will have any contact with the faculty and administration of Miami. Parents also need to be educated with respect to the University.

The following recommendations are offered with the hope that the freshman orientation program will provide pertinent information for incoming freshmen and their parents. **It is recommended that orientation sessions continue to be patterned on present procedures. This means that incoming freshmen and their parents will continue to spend one night in Oxford. This arrangement provides the opportunity to visit University facilities.**

The continuance of the present system of student-directed campus tours during the hours of noon and 3:00 p.m. of the first day of orientation is recommended. It is further recommended that the opening session of the orientation program (3:00 p.m.) continue to be a general information meeting. It is suggested that at this meeting explanations be given and questions answered concerning activities of the Office of Admission, Health Center, Student Counseling Service, Office of Student Aid and the Security Office.

The Commission would recommend optional sessions at the 4:30 p.m. time. Women students and their parents may attend a presentation of sorority life at Miami University given by representatives of the Panhellenic Association. Men students and their parents may attend one of two optional programs: a presentation on ROTC programs by student representatives and staff officers of the Air Force and Naval ROTC detachments, or a program on fraternity life offered by representatives of the Inter-fraternity Council. These recommendations are similar to optional sessions provided within the freshman orientation program at Bowling Green State University.

Following a five o'clock dinner, students and their parents may visit booths set up by various student organizations to explain their programs. This approach provides an excellent opportunity for incoming freshmen to become better acquainted with campus organizations. It is recommended that a student panel be available to answer questions asked by freshmen for a period of 30 to 45 minutes preceding the time when students will draw up academic schedules.

During the evening period when students are working up academic schedules with the help of freshman advisers and members of the faculty, it is recommended that parents be offered a special program. At this period parents would be invited to meet with a representative of the Office of Alumni Affairs in order to learn about the history and heritage of Miami University. Also, parents could be accorded the opportunity to ask questions about campus events such as Parents' Weekend and Homecoming.

It is suggested that another optional meeting be offered to parents at approximately 8:00 p.m. on the first day of orientation. This meeting would focus directly upon the classroom environment of the University. A professor would actually teach a "class" for parents as a means of orienting this group to the academic life of Miami. It is believed that this optional program could contribute appreciably to parents' understanding of what it means to be a student.

On the morning of the second day of the orientation program freshmen will finalize academic schedules and register for courses. At this time parents will meet with members of the University's student personnel staff. Both of these practices are presently included in the freshman orientation program. It is suggested that student input could be of great value at this meeting. The Commission recognizes that upperclass students are not professionals in student personnel work. However, it is felt that it would be valuable to have parents' questions answered from a students' frame of reference as well as from experienced professionals. Certainly upperclass students would benefit from the experience of representing their University to a most interested public.

Based upon the belief that freshman orientation should extend into the academic year, the Commission would offer one additional suggestion. **It is recommended that Miami investigate the possible benefits of a "Great Books" approach to freshman orientation.** Freshmen would be instructed to read selected books during the summer for the purpose of entering into discussions during the school year. The books selected would result from recommendations from various groups within the university community. During the academic year all freshmen would be involved in group discussions led by faculty, administrators and students which would focus upon the recommended books. It is believed that a "Great Books" approach would add breadth to the freshman orientation experience and place emphasis upon the academic mission of the University.

## COMMUTING STUDENTS

The commuter at Miami University has long been the "forgotten student." The organization of the Miami University Commuter Association last year was the first step toward giving commuters an organized voice on campus.

It is difficult to classify the commuter and to determine the needs of all commuters. There are great differences in age, marital status, finances, home and job responsibilities, academic ability, and distance from home to campus. Each of these factors relates to the commuter's ability to participate in the life of the University. One problem common to many commuters is that of morale. At the time they enter the University, they are told that the freshman class has a very high academic rank—except, of course, for the commuters who do not have to meet the same standards as those who are accepted as residential students. Some commuter students are embarrassed to admit that they are commuters, because of the stigma attached. It will take an effort on the part of the total University community to change the prevailing idea that the commuter is a second-class citizen.

The student body has been reluctant to accept the commuter organization as a viable group eligible for representation on the Council of Student Affairs and in other student government groups. **It is recommended that further consideration be given to seating this group on the Council of Student Affairs. It is also recommended that the Student Senate be asked to consider appointment of some commuters to committees of special interest to them, e.g., the Advisory Committee for the University Center, Traffic Appeals Committee, and Motor Vehicle Permit Committee. It is further recommended that AWS be encouraged to formalize the representation of commuters in AWS Council.**

Communication with commuters is, at best difficult. **It is suggested, therefore, that mailboxes for commuting students be provided in the University Center so that campus mail will be received by all commuters.** Delivery of the *Miami Student* to the commuter lounge and publicizing the activities of the commuter organization would contribute to making commuting students feel that they are members of the University community. Since many commuters live in Hamilton or Middletown, it is suggested that efforts be made to inform them of events (concerts, lectures, athletic events, etc.) held at the branch campuses.

It is also important that organizations on campus be made aware of the existence of the Commuter Association and that it be added to mailing lists. At present the Commuter Association is overlooked in everything from announcements regarding sponsorship for Homecoming Queen to invitations to the Student Leadership Recognition Banquet. Groups which offer tutorial services to University students (CWENS) should be encouraged to use the bulletin board in the commuter lounge to notify commuting students of this service.

The summer registration/orientation program is also geared to the residential student and does not attempt to meet the needs of commuting students. **It is recommended, therefore, that two or three days of the orientation period be set aside specifically for commuters and their parents.** This approach would enable the program to speak to the needs of the commuting student. Class loads in relation to off-campus jobs, study facilities at home, parking and driving on campus and study facilities on campus are areas of special interest to commuting students which could be explored in depth at the time of registration and orientation.

## BLACK STUDENTS AT MIAMI UNIVERSITY

It is recognized that in many respects black students' needs are not dissimilar from the needs of other students. However, the Commission believes that certain efforts must be made to facilitate and guarantee genuine participation of black students in the life of the University. Therefore, the Commission gives its endorsement to the Office of Black Student Affairs and the Office of the Economic Opportunity Program and urges that the



total University community extend support and cooperation to the directors of these two offices. Whatever benefits black students will accrue from the activities and programs of these offices will be proportional to the encouragement and tangible support provided by individuals and groups associated with Miami University. No matter how diligently the directors of these offices assist the University in meeting the needs of black students, and no matter how creatively and purposefully programs are devised, black students will not truly become participating members of the University community without a genuine expression of support from administrators, faculty and students.

Because of its desire to be supportive of the Office of Black Student Affairs, the Commission harbors no desire to be prescriptive with respect to the objectives or scope of programs designed to assist black students. Such programs should and will be developed under the leadership of the director of the Office of Black Student Affairs. Accordingly, the Commission is moved to offer a limited number of suggestions concerning black student programs and to provide expressions of support for certain programs to which the University is already committed.

A posture of flexibility in all matters directly relating to black students is urged. Specifically, the Commission suggests **that the University seek to be as flexible as possible in admitting black students, providing for special advising, counseling and tutorial programs, awarding of various forms of financial assistance and in the development of particular curricular and extracurricular programs for black students.**

The Commission would call upon student government to commit itself to providing for the active participation of black students in University governance. In particular, it is suggested **that student government leaders be encouraged to work closely with the director of the Office of Black Student Affairs to devise ways of involving black students on policy-making bodies which have student representation.**

It is suggested that very careful consideration be given to the establishment of a "high potential" program at Miami. Since many "high potential" students are blacks, the Commission suggests **that before the University makes final decisions concerning a "high potential" program that the director of the Office of Black Student Affairs be involved in the decision-making.**

The Commission supports efforts to employ qualified black faculty members and to attract black graduate students. Similarly, the Commission supports the plan to employ at least one black person on the staff of the Director of Admission to spearhead a program of aggressive recruitment of black students. In these areas also, the University is urged to exercise flexibility and to display a willingness to "make exceptions" when necessary.

Certainly one of the areas of concern for the director of the Office of Black Student Affairs will be the dearth of social and recreational activities for black students in the village of Oxford. The Commission commends the Black Student Action Association and Alpha Phi Alpha fraternity and Delta Sigma Theta sorority for their efforts to provide social and recreational outlets for black students and requests a full measure of support from the University community for various social and recreational programs developed in the future under the leadership of the director of the Office of Black Student Affairs.

The Commission recognizes the importance of the role played by black students presently enrolled at the University in any and all plans to meet the needs of in-coming black students. Accordingly, these black students who are now a part of the University community are strongly urged to communicate to black people the efforts which the University is making and will make in the area of black student programs.

Dr. Joseph S. Cantrell's Report on High Potential Students has been read with interest by the Commission. It is suggested that careful attention be given to this report.

## WOMEN STUDENTS AT MIAMI UNIVERSITY

It is an understatement to say that the traditional role of women in our society is experiencing marked alteration. However, it would appear that the University as a social



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institution is not responsive to this change. Some will argue that women students are not being prepared for the responsibilities they will assume after graduation. For many women there is no longer a choice to be made between marriage and a career. Rather, perhaps a majority of today's women students will be involved in homemaking and employment.

Many of our women students will be heads of households. It is not unusual for women to enter the labor market more than once and at periods of time directly related to changes in the demands made upon them as wives and mothers. Without a doubt women will continue to seek formal education at collegiate levels for personal and/or professional growth. Since women will continue to enter and reenter the labor market, they will also continue to pursue education in order to upgrade skills and update knowledge.

Miami University must be sensitive to the changing role of women. The University must draw attention to the fact that women students are seeking to learn for many reasons. Women are a part of the University community. Moreover, they comprise an entity which has special needs.

A major objective of educational programs geared to the needs of women is to encourage women to formulate relevant personal goals. The traditional role of wife and mother is not being challenged. However, this role is changing so rapidly that the adjective traditional ceases to be descriptive. Perhaps one reason why women students do not formulate goals which have personal relevance is because they experience difficulty in identifying themselves as both women and students. Also, the changing demands placed upon women by our society require that women assume the role of student at times other than just the period between ages 18 and 21. The recommendations which follow are intended to reduce the force of the "identity crisis" of women students and also to provide for greater flexibility in educational programming.

**The Commission recommends that Miami University actively seek to engage the services of more qualified women faculty members and administrators. Hopefully, these appointments will be in rather non-traditional disciplines for women as well as in the traditional areas such as the arts and education. It is further recommended that a concerted effort be made to bring to the campus outstanding women speakers who are recognized for their accomplishments and because they are women.**

It is difficult to explain why Miami University has granted so few honorary degrees to women. It would appear that there are many women who have contributed to the advancement of the human race who deserve the University's recognition. The Commission suggests that the attention of the University community be directed to the fact that both men and women are eligible for nomination as recipients for honorary degrees.

**The Commission would recommend that an effort be made to insure that an appropriate number of women holding faculty appointments or administrative positions be appointed to various committees and commissions within the University community. It is also recommended that an effort be made to insure that an appropriate number of women students be included in the membership of both student committees and faculty-student committees.** These recommendations are intended to improve the environment of the University so as to make it more conducive to participation by women.

Because of the differences between the career development patterns of men and women, Miami University must provide certain educational programs which are uniquely attractive to women students. Continuing education programs appear to be suited to the ever changing commitments which women have to their families, their careers and themselves. Programs administered by an Office or Division of Continuing Education or a Committee for Continuing Education could offer courses, seminars and workshops directly related to the educational goals of many women. These offerings would contribute to new learning experiences, professional growth, updating of skills or learning for the sake of learning. Naturally, these offerings would be open to men as well as women.

A course entitled Women in Contemporary Culture appears to have promise as a medium of appreciation for the changing role of women. **It is recommended that such a course be developed and offered as an elective for undergraduate students. The Commission would further recommend that such a course be taught from an interdisciplinary base by a team of instructors representing different departments of the University. Both men and women would be permitted to enroll in this course. It is clearly recognized that**

the proposed course is not a panacea. However, it does appear to afford another opportunity to provide meaningful educational experiences for women students.

During the 1968-69 academic year Miami University enrolled 963 married students. Most of the married students are men, and many of their wives are not students. It is the conviction of the Commission that these student wives are a part of the University community. As such, student wives should be involved in the life of the University in ways which contribute to their development as educated women.

Presently, a group of student wives is attempting to organize a University Dames club which would be open to all student wives and would provide cultural, social and educational programs for these women. **It is recommended that the University provide meeting facilities as well as faculty and staff support for this group.**

## RESIDENTIAL ACTIVITIES

It would be accurate to state that the Commission has not explored in depth the matter of student living units. This topic has received considerable study by various groups and was researched specifically by the Committee on the Nature of the Residential University. The Commission would draw attention to the report of this committee entitled *An Analysis of the Residential University*.

The Commission would offer one recommendation and one statement related specifically to residence halls. **In the planning for of construction of new residence halls or remodeling of existing structures the expanded inclusion of student views is recommended.** Since students will be the ones to live and learn in residence halls, student ideas with respect to building design and furnishings should always be solicited. The Commission believes in principle that when it is economically feasible for the University to offer a choice between residence hall living and off-campus housing women students as well as men students should have the right to exercise this choice.<sup>6</sup>

## EXTRACURRICULAR ACTIVITIES

The Commission has had little opportunity to examine extracurricular programs for students. It has obtained the impression that with respect to the organization and conduct of such activities, a relatively open society exists, in the sense that the University readily accommodates new programs and activities as student interest in them manifests itself. This wholesome situation, however, is coupled with certain disadvantages. First, physical facilities for informal group and individual athletic activity are limited, and the hours of the availability of those that exist are restricted. Second, student interest in community service activities is growing, but satisfaction of this interest is frustrated by Oxford's remoteness from the places where student talents are most badly needed and by the absence of transportation to those locales.

Accordingly, **the Commission recommends that more attention be given to long range planning of facilities for individual and group sports and that existing facilities be made available during a longer span of hours each day. It further recommends that some funding be provided to the Student Activities' Budget to permit bus, carryall, or station wagon**

<sup>6</sup> Gemmell dissents because of her belief that the Commission did not give sufficient consideration to the widespread implications of this statement in terms of community relations, financial considerations and the philosophy of a residential university. Stupak and Hurley believe that no student should be forced to live in residence halls under any circumstances.

service for groups of students who wish to engage in community service activities in such locations as Dayton, Cincinnati, Hamilton and Middletown.<sup>6</sup>

The Commission also recommends that consideration be given to the establishment of shuttle bus service. This service could connect the University with the business district of Oxford, Hueston Woods State Park, the University Airport and the branch campuses at Hamilton and Middletown. In particular, this service would serve to link the campuses and would facilitate student and faculty utilization of facilities on the Oxford campus and participation in activities offered only on the main campus. Shuttle bus service would also provide transportation for students who wish to visit Cincinnati or Dayton for cultural, extracurricular or cocurricular activities. Shuttle buses would provide students with necessary mobility while not introducing new problems caused by permitting students to keep and operate automobiles on campus.

## · ADDITIONAL RECOMMENDATIONS

In this final section the Commission would draw attention to a limited number of recommendations which have not been included in other sections of the report. These recommendations appear in this final section not because they are of secondary importance but because they cannot be accurately categorized in one of the established divisions. The Commission supports these recommendations and would desire that they receive due consideration.

1. It is recommended that the Voices of Dissent and the Artist-in-Residence concepts be expanded in such manner that student government would be able to invite a scholar-in-residence of their choosing to the campus for one academic year. Funding of this program would be the responsibility of student government. The scholar-in-residence would be available for many different forms of intellectual interaction and might, at his option, teach a one-credit course each quarter on topics of his choice.
2. It is recommended that students be included in the processes of the University in a more regularized fashion when major decisions or recommendations are to be made which affect Miami's future development, e.g. the Educational Policies Commission, the search committee for a new vice president for academic affairs, etc. This is not to say that students should be voting members in decision-making, but rather that involvement of students should be done automatically and continuously.
3. It is recommended that the registration process be affected by student participation by the creation of an evaluative committee made up of the registrar, the director of the computer center, the director of data processing, a representative of the divisional academic deans, undergraduate and graduate students and members of the faculty. This committee would make recommendations to the registrar and report to the Council on Student Affairs regarding particular problems associated with registration.
4. It is recommended that a similar student-faculty committee be formed to make recommendations to the bursar concerning activities of this office which directly affect students. In particular, billing procedures should be reviewed by this committee. This committee would also report to the Council on Student Affairs.
5. It is recommended that a study be made by an appropriate committee to determine the desirability of relocating the Student Counseling Service. This committee would seek to determine (1) whether a physical separation of the Student Counseling Service from the other service areas housed in Warfield Hall would increase student utilization of the Student Counseling Service and (2) whether there is

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<sup>6</sup> Burke dissents because of his belief that the Student Senate should concern itself with student transportation and would ask for discussion of this topic within this body with a report to be rendered by December of 1969.



- a need for the services of the Student Counseling Service to be provided in more than one campus location.
6. It is recommended that the *Joint Statement on Rights and Freedoms of Students* as endorsed by several professional associations in higher education including the American Association of University Professors, National Student Association, Association of American Colleges, National Association of Student Personnel Administrators, National Association of Women Deans and Counselors and others and passed by the University Senate be given careful consideration and that the administration be urged to adopt as much of the content of this document as it believes it can properly support.
  7. The Commission recommends that adequate publicity be given to the Office of the Economic Opportunity Program in order that the objectives and scope of this program be understood by the University community.

## APPENDIX A

### UNIVERSITY GOVERNANCE

#### A Minority Report

by

Kenneth E. Burke

In considering participation in University governance, the key word is participation. Participation means, in the best sense of the term, having an "input". In a university participation means that each component of that university should have an input into the governance or policy-making structure. The major components of a university are the faculty, the students, and the administrators.

It is understood, however, that the various components of a university differ in their ability to contribute to specific policy-making matters and in their answerability for the policies that they helped formulate. Therefore, the goal of student participation in university governance is to assure that students have an input in policy-making, recognizing any limitations that exist in their ability to contribute to specific policy-making matters and their answerability for those policies.

The following plan is offered for University governance:

A University Council be formed from the three major components of the University. The University Council shall be the final body that reviews legislation to be presented to the President and the Board of Trustees. In the belief that participation does not imply equality, no attempt has been made to equalize the membership of the University Council among the three major components.

The membership of 50 shall be divided as follows:

15 students, 25 faculty, and 10 administrators. The 15 students shall consist of the chief executive officers of Student Senate, Associated Women Students, Men's Inter-residence Council, Panhellenic Council, Interfraternity Council, and 10 students elected at large by all students.

The 25 faculty shall be elected from each division with each division allocated a percentage of the 25 seats proportional to the size of the division. The 10 administrators shall be appointed by the President. While no attempt is being made to specify whom the President may appoint, it is hoped that the President will consider all members of the University engaged in administration when making his appointments to insure the broadest possible presentation. Since the majority of questions within a university are necessarily of an academic nature, it is felt that the Council should have a heavier concentration of faculty members.

The University Council shall be presided over by the President of the University. In the absence of the President, the University Council shall be presided over by the Provost. The University Secretary shall be the recorder of the body.

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The University Council shall review legislation submitted from any component of the University e.g. the Student Senate. In addition, any member of the University community shall be able to submit written legislation for the consideration of the University Council to the President's office at least once a quarter. The President's office will give at least two weeks' notice prior to the date.

The University Council may appoint any subcommittees that it deems necessary. All subcommittees shall consist of representatives from the faculty, students, and administrators.

The University Council shall meet as often as the President determines necessary, but it must meet at least once a month during the fall, winter and spring quarters.

The University Council meetings shall ordinarily be open to any member of the University community.

Minutes of the University Council shall be distributed to each faculty member. In addition, minutes of the University Council shall be printed in the *Miami Student*.

The advantages to this system are that the three major entities of the University community are represented in the highest legislative review body below the President and the Board of Trustees. Legislation originates at the lowest possible levels and every member of the University community is guaranteed the right to submit proposals to the University Council. Every member of the University community will ordinarily have the right to attend the University Council's meetings and copies of their actions will receive broad circulation. Community will be preserved on all subcommittees of the University Council by providing that all the committees will have student, faculty and administrative members.

True student participation at the highest level of policy-making will be insured. ---

## APPENDIX B

### UNIVERSITY GOVERNANCE

#### A Minority Report

by

Suzanne Gemmell

The following statement is a dissenting view to the Commission's proposal for restructuring the policy-making organization of the University contained in the section titled, "University Governance." The objection to the report is solely in terms of the new structure proposed by the Commission and should be construed neither as a dissent from the concept of student participation nor an attack on the idea of an academic community.

#### Objections To Proposed Plan

The proposed structure eliminating the University Senate as the top governing body within the University denies the faculty authority that is rightfully theirs to determine the academic climate of the University. The responsibility for the quality of the academic and intellectual life of a university has traditionally and logically been considered to lie within the province of the faculty. The difficulty encountered in removing review of institutional policies from the total faculty is two-pronged. First, it is nearly impossible to delineate into neat categories those aspects of University activity that are non-academic or have no effect upon the academic life of the institution. For example, custodial service is clearly not an academic activity but has a very direct effect upon education when classrooms are not cleaned, when chairs and equipment are not available, and when chalk is missing from the chalkrails. Granted, the faculty does not want to supervise the janitors nor should they expend their time and energies in such wasteful fashion. It was this principle of the best use of the talents of the faculty that gave rise to the presence on college campuses of non-academic professionals. Secondly, where it is still feasible by virtue of size, there are decided advantages to keeping opportunities open for all faculty members to influence the direction of University policy. Those faculty members who exhibit an interest in Miami University by attending University Senate meetings and par-

ticipating in its proceedings should not be deprived of that opportunity. Greater, not less, involvement in the University by all members of the University community should be the desired goal. Institutional growth will no doubt dictate moving to some less-ideal representative form of faculty government within the foreseeable future. Both theoretical and practical considerations present a strong case against jettisoning the University Senate prematurely. Faculty interest and morale are not commodities to be valued lightly.

Under the proposed plan, interaction among the various components of the University (faculty, students, administrators) is reserved for that body charged with final review of policy rather than occurring at the policy formation and deliberation stages. The modification of the existing University policy-making structure in accordance with recommendations stated later in this report would provide for interaction among students, faculty, and administrators at all levels, thereby providing for input at the time ideas are being formulated rather than after attitudes have polarized and crystallized. This not only decreases factionalism, but avoids wasted energies being spent on power politics. The psychological value of joint conception of new proposals can scarcely be under-estimated! Little meaningful communication can take place among members of a legislative body at the approval-veto stage.

The Commission's plan appears to be predicated upon the naive assumption that fluidity of communication within an organization is the sole function of its organizational structure. When problems of communication, efficiency, and effectiveness develop or become blatant within an organization, temptation to look to structure as the crux of the problem is almost universal. This temptation is practically irresistible because it is easier to analyze structure than process; the tangible rather than the intangible. Qualities of human interaction are not so obvious. A perfect structure, if such exists, is perfect only in theory and becomes necessarily contaminated when administered by people. It would seem appropriate, then, if progress is desired, to examine all factors that contribute to a workable organization, especially the consideration of how people function within the system.

The present structure, although containing significant defects, is not substantially incompatible with the "community" concept nor, with modification, is it unworkable.

Any drastic change in organizational structure inevitably involves a period of time to construct the new organization, orient the people involved to function within the new structure, and re-educate the campus community to its methods of operation. Although this is not a strong enough objection to rule out discarding obsolete and impossible structures, a good case has not been made for abandoning the present organization.

Another important aspect that must be considered is the question of whether increased student input into the policy-making process is deemed important and pressing enough to act with deliberate speed in facilitating student involvement on matters of substance. The efforts necessary to build a new system would delay considerably the impact that students could make on substantive issues. How long will students be content with the argument that although they see little progress now, future generations of students will benefit immensely? Are faculty and staff at Miami University content to relegate the benefits to be derived from greater student responsibility to a priority lower than structure which is the focus of the proposed plan? It would seem not. Minimal changes in the present structure could provide for immediate student input.

### **Suggestions For Change In Present Structure**

The addition of a number of students to the University Senate as presently proposed would provide for student voice at that level of policy-making and still retain the benefits of the University Senate as stated above.

The present Council on Student Affairs has no legislative authority. It is recommended that this body be given legislative authority in the area of student affairs subject to review by the University Senate. Membership might be redefined to provide for 18 students, 9 faculty members, and 9 administrators or some other numbers approximating that ratio.

The present Faculty Council would become the Council on Academic Affairs with decisions subject to review by University Senate. Membership would consist of 18 faculty members, 9 students, and 9 administrators or other numbers approximating that ratio.



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An Associated Student Government is recommended, but the above changes are not contingent upon its existence.

The above suggestions are based upon the principles stated in the Commission's rationale for student participation and answer objections to the Commission proposal as follows:

1. The final responsibility below the level of the Board of Trustees continues to rest with the University Senate. Although the Senate is composed mainly of faculty members, there is a provision for true student participation even at that level.
2. Students, faculty, and administrators are working together at all levels of policy-making and there is opportunity for interaction in the early stages of policy-formulation and problem-solving as well as at the accept or reject stage.
3. Although "student affairs" and "academic affairs" are considered by different bodies, there is the recognition that students, faculty and administrators all are concerned with both areas. There is an opportunity for the active participation in both areas of policy-making by all members of the academic community.
4. Provision is made for input from all areas of the academic community, but provision is made for greater student representation in areas of most direct concern to students and for greater faculty representation in those areas of greatest concern to faculty. There is provision also for the administrator who will be charged with implementing policy to contribute to, but not dominate, policy-formulation.

## APPENDIX C

### UNIVERSITY GOVERNANCE

#### A Minority Report

by

Bobbe Isler

The following report is an alternative plan for the student governmental structure of Miami University based on an Associated Student Government rather than a Student Assembly as proposed by the Commission.

This plan, designed after the structure of Michigan State University, is hoped to help the major student governmental bodies to coordinate their efforts into a student board which will represent all the various interests groups of the campus.

I propose this as an alternative to a Student Assembly, not because I do not philosophically agree in democratic representation, but rather because I feel there is a need for an interim period where an Associated Student Government exists, involving the major governmental organizations before moving on to a district apportioned system.

### Associated Student Government

ARTICLE I. Student policy of an all University nature shall be vested in the following Student Board. All Miami University student organizations shall operate under the jurisdiction of this Student Board.

Section 1. The Student Board shall consist of the following members:

A. Voting members:

1. The chief executive officer of the following groups:
  - a. Student Senate
  - b. AWS
  - c. Panhellenic
  - d. IFC
  - e. MIRC

2. Five undergraduate students elected by the student body at large as follows:
  - a. Two seniors
  - b. Two juniors
  - c. One sophomore

**B. Non-voting members:**

1. The treasurer of the Student Board
  2. The secretary of the Student Board
  3. The chief executive of the Graduate Council
  4. Adviser(s) appointed by the Vice President for Student Affairs
- (1) Non-voting members may be able to make recommendations and participate in discussions, but may not make or second motions.
  - (2) Student Senate will represent off campus students and commuters until separate organizations have been formed and are functioning.

**Section 2. There shall be a president of the Associated Students of Miami University.**

1. He shall be elected from the five members elected at large, or after the first year, from any voting member of the Student Board from the previous year who is not presently a member of the Student Board.

**Section 3. Members of the Student Board may be recalled by a certain procedure, yet to be determined.**

**Section 4. The responsibilities of the Student Board will be:**

- A. To set student policy of an all University nature.
- B. To hold at least once a term an all University student forum on an invitational and open basis, at which any undergraduate student may voice his opinions and/or suggestions directly to the Student Board.
- C. To designate student representatives by open petitions to all University committees as requested.
- D. To review and approve or reject all University events.

**Section 5. The Student Board shall have the power to execute all the foregoing duties and responsibilities and such others as the Student Board and Miami University shall deem necessary to promote the general welfare of the student body and the University.**

**University Council**

Election for the seats on the University Council will be done in a general election. Any student, including those students who sit on the Student Assembly, may run for these seats.

## APPENDIX D

### MIAMI UNIVERSITY

#### Inter-Office Memorandum

From: *Dr. Gary H. Knock, Chairman*  
*Commission on Student Participation in University Life*  
 To: *President Phillip R. Shriver*

July 3, 1969

It is the desire of the Commission to put forward a recommendation for your immediate consideration. This recommendation is offered in advance of our formal report which is scheduled for completion in early September. It would appear that should you decide to cause this recommendation to become operational, it is propitious for the Commission

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to speak now. The following recommendation is consistent with the rationale for student participation in University life as developed and tentatively accepted by the Commission. This rationale will be included in our report.

The Commission on Student Participation in University Life recommends appointment by the President of two students—one undergraduate and one graduate—to the committee which will search for a person to fill the position of Vice President for Academic Affairs and Provost.

The following considerations are reflective of the Commission's deliberations and are provided for your guidance.

1. The students appointed should not be enrolled in the same college or school of the University.
2. The students' appointments should be based primarily upon demonstrated academic prowess and discernible interest in scholarship. Leaders of student-directed extracurricular organizations and bodies will probably possess insufficient time to devote to the work of a search committee. Therefore, it is suggested that the students appointed be selected on the merits of their academic credentials but with consideration given to their alacrity to contribute to the task of a search committee.
3. Consideration has been given to the verity that selection of a Vice President for Academic Affairs is traditionally viewed as a faculty matter. It has also been noted that the area of student affairs is presently represented at the cabinet level. It is felt, however, that Miami University students of both the present and the future are affected by the administrative leadership provided in the area of academic affairs. It is recognized that the person selected for the position of Vice President for Academic Affairs will also serve in the capacity of Provost. Therefore, it appears desirable to provide for student participation in the selection of the person who must assume responsibility for the operation of the total university during those times when the President must be absent from the campus.

Consistent with our charge, the Commission seeks not to legislate but to advise. The above recommendation is offered in this spirit.

## APPENDIX E

### MIAMI UNIVERSITY Inter-Office Memorandum

From: *Phillip R. Shriver*  
To: *Gary H. Knock, Chairman*  
*Commission on Student Participation in University Life*

July 31, 1969

I have given considerable thought to the recommendation coming from the Commission on Student Participation in University Life that I appoint two students, one undergraduate and one graduate, to the committee which will search for the person who will succeed Dr. Charles R. Wilson as Vice President for Academic Affairs and Provost next July 1. The suggestion of student participation in the search was taken up first in the Faculty Council in early June when the idea was proposed by Mr. Ron Hall. At that time, discussion in the Council revealed that there was little faculty sentiment in support of the suggestion and considerable conviction on the part of a number of faculty members that there should be no student involvement in the committee. Since then, I have been visited by one faculty delegation asking that no students be named. On the other hand, I have also been visited by the President of the Student Senate urging that there be student representation.



Understandably, the final decision is mine to make, for the Vice President for Academic Affairs and Provost is my first deputy in administrative matters, the one who will represent me if I must be absent from the campus at any time. He is also one who must be deeply committed to the continuous strengthening of the faculty and the curriculum.

While I see advantage in student "input" (for the academic dimension is of obvious importance for all students), I do not believe that direct student participation in the screening of applications and the winnowing down of candidates is desirable. Therefore, I am disinclined to appoint student members to the search committee. However, to achieve student "input" into the selection process, I am willing to name two students, one undergraduate and one graduate, as the Commission has suggested, to serve as consultants to the search committee, particularly as that committee seeks to identify the capacity for innovation in academic programs which must be an important attribute of the man who will become the new Vice President. Student participation (and subsequent evaluative comment) will be particularly sought in the interviewing of candidates.

## APPENDIX F

### MIAMI UNIVERSITY Inter-Office Memorandum

From: *Douglas M. Wilson, Director of Alumni Affairs*  
To: *President Phillip R. Shriver*

July 29, 1969

As you know, your Commission on Student Participation in University Life is looking into a number of different areas, trying to find solutions for very difficult problems. One of these areas deals with University communications, particularly as they relate to the student body. I mentioned in our meetings an idea I have had that might improve communications, and the other members of the group urged that I send this to you directly, rather than wait for the final report, with the possibility that this program could be put into effect even this fall.

The program involves and centers around the Information Desk at the end of the east wing of Roudebush Hall. At present, it appears that the receptionist's duties are largely to greet visitors to the campus and direct them to their destinations. This could easily be expanded to include intra-campus communications as well.

I have in mind the training of a first-rate receptionist who would make it her business to be fully informed about all aspects of the University. Slowly but surely she would build up a tremendous file of information which would answer so many of the daily, routine (but nevertheless important) questions such as "Where do I go for this?" and so on. This person would devote herself to cutting through the red tape to help students get an answer. And if she could not answer a question, she (not the student) would find the answer and communicate it to the student. I have seen students sent from office to office, pillar to post, and generally bumped around the University in search of an answer to a relatively simple question. It's little wonder they get frustrated and so cynical. This receptionist, with her knowledge of the University plus a well-placed phone call, could answer many of these questions while the student waits—even between classes. By the way, there are a number of faculty and staff who would find this useful, especially our new additions each year.

Such an effort, if undertaken, would need considerable publicity in order to "break down" the resistance many students have to asking questions. Posters telling about the service could be posted in every residence hall, fraternity house, sorority suite, and apartment. A box with similar information (in brief) could be placed in every issue of the *Miami Student*. Daily reminders as part of WMUB's radio and TV news broadcasts would

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be helpful. We would need a "talk it up" campaign sponsored by joint cooperation of IFC, Panhel, AWS, Hosts and Hostesses, the Undergraduate Alumni Association and others. In fact, we could even pass out an "I've Asked" button at the receptionist's desk for all those who stop by with questions. Of course, it probably won't be worn but it will get passed around, talked about, commented on, and joked about. But in the process, it will accomplish the purpose of "selling" the Information Desk Service.

Also, since students often are disturbed by rumors, the receptionist would be available to track down and clarify many of the "wild" stories that circulate the campus.

Finally, students often think of questions at times other than the regular 8 to 5 working day. I suggest a taped answering service from 5:00 p.m. to 8:00 a.m. where students could use the telephone in their rooms to record their questions. The first thing the receptionist would do each morning would be to play back the questions and set about getting answers to them for the students.

These are just a few thoughts on how this position might be set up, promoted, and operated. I am sure other people could significantly add to this. Basically, I am convinced this approach could be easily done with a minimum expense for equipment, promotion and personnel, and would go a long way in improving communications within the University.

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